

## COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the operational guidance for schools; updated by the Department for Education as follows: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Assessment conducted by:	L Cheetham	Job title:	Business Support Officer	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	02.02.2022	Review interval:	As and when required	Date of next review:	Ongoing
Related documents					

### School/Trust/Local Authority documents/:

Schools and trusts should work closely with parents and carers (future references to parents should be read as including carers), staff and unions when agreeing the best approaches for their circumstances

### Government guidance:

This advice remains subject to change as the situation develops.

[Schools COVID-19 operational guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) updated January 2022

[Contingency framework: education and childcare settings - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Actions for early years and childcare providers during the COVID-19 pandemic early years and childcare settings](#)

[Special schools and other specialist settings: coronavirus \(COVID-19\)](#)

[Guidance for parents and carers of children attending out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

[Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

### Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	<b>Major:</b> Causes major physical injury, harm or ill-health.	H	H	M
	<b>Severe:</b> Causes physical injury or illness requiring first aid.	H	M	L
	<b>Minor:</b> Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
<b>1. Stepping measures up and down</b>					
<b>1.1 Risk assessment</b>					
Risks are not comprehensively assessed in the school to minimise and manage the risk from COVID-19,		<ul style="list-style-type: none"> <li>Comply with health and safety law and put in place proportionate control measures.</li> <li>Regularly review and update the risk assessments - treating them as 'living documents', as the circumstances in school and the public health advice changes.</li> <li>Monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.</li> <li>When undertaking reviews, look for ways to improve the practices and procedures.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M

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		<ul style="list-style-type: none"> <li>Involve staff in developing control measures to make sure they are suitable for the way they carry out their work. Encourage them to suggest improvements, and to report anything they think might be going wrong.</li> <li>Share the results of their risk assessment with workforce.</li> <li>Risk assessment to be published on website (unless staff group is less than 50) to provide transparency of approach to parents, carers, and pupils.</li> </ul>	<p>Y</p> <p>Y</p>		
<b>Outbreak in school / area becomes an area of enhanced concern</b>		<ul style="list-style-type: none"> <li>Put in place an outbreak management plan outlining how school would operate if there were an outbreak in school or local area.</li> <li>The outbreak management plan is communicated with and understood by stakeholders.</li> <li>In an outbreak school should contact 0800 952 1000 to gain Salford Public Health advice on any additional action that is required, such as implementing elements of your outbreak management plan.</li> <li>Refer to the contingency framework.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
<b>Infection transmissions within school rise</b>		<p>The outbreak management plans should include:</p> <ul style="list-style-type: none"> <li>The reintroduction of 'bubbles' for a temporary period, to reduce mixing between groups.</li> <li>If reintroducing 'bubbles', take account of the detrimental impact they can have on the delivery of education.</li> </ul>	<p>Y</p> <p>Y</p>		L
<b>Tracing close contacts and isolation</b>		<ul style="list-style-type: none"> <li>Close contacts are now identified by NHS Test and Trace.</li> <li>Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact.</li> <li>Schools may be contacted in exceptional cases to help with identifying close contacts.</li> <li>From 14 December 2021, adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months identified as a contact of someone with COVID-19 are strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result. Daily testing of close contacts applies to all contacts who are: <ul style="list-style-type: none"> <li>fully vaccinated adults – people who have had 2 doses of an approved vaccine</li> <li>all children and young people aged 5 to 18 years and 6</li> </ul> </li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L

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		months, regardless of their vaccination status <ul style="list-style-type: none"> <li>• people who are not able to get vaccinated for medical reasons</li> <li>• people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine</li> <li>• Pupils with SEND identified as close contacts should be supported by their school and their families to agree the most appropriate route for testing including, where appropriate, additional support to assist swabbing. For further information please see SEND guidance. Refer to <a href="https://www.gov.uk/guidance/stay-at-home-guidance-for-households-with-possible-or-confirmed-coronavirus-covid-19-infection">Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk)</a> for further information</li> </ul>	  Y  Y		
<b>2. Control measures</b>					
<b>2.1 Ensure good hygiene for everyone</b>					
<b>Staff and pupils come into contact with each other in communal areas</b>		<ul style="list-style-type: none"> <li>• Face coverings should temporarily be worn in communal areas and classrooms (by secondary pupils, staff, and visitors – unless exempt).</li> <li>• This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</li> <li>• This will also be a temporary measure.</li> <li>• We would not ordinarily expect teachers to wear a face covering in the classroom if they are at the front of the class, to support education delivery, although settings should be sensitive to the needs of individual teacher.</li> <li>• Secondary pupils must wear face coverings on public transport and dedicated transport to and from school.</li> <li>• Face coverings do not need to be worn when outdoors.</li> <li>• In primary schools, face coverings recommended for staff and adults (including visitors) when moving around corridors and communal areas.</li> <li>• Comply with the Equality Act 2010 and make reasonable adjustments for disabled pupils and staff.</li> <li>• Have a small contingency supply of face coverings available in school.</li> </ul>	Y  Y  Y Y  Y  Y  Y  Y		M

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			Y		
<b>Pupils and staff forget to wash their hands regularly and frequently</b>		<ul style="list-style-type: none"> <li>• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently to include start of school day, after using the toilet, after breaks and after using any shared equipment.</li> <li>• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so - building these routines into school culture.</li> <li>• Frequent and thorough hand cleaning should now be regular practice.</li> <li>• School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> <li>• Pupils should be encouraged where possible not to touch their faces or to put objects in their mouths.</li> </ul>	Y Y Y Y Y		M
<b>Pupils may not observe respiratory hygiene</b>		<ul style="list-style-type: none"> <li>• Continue to promote the 'catch it, bin it, kill it' approach with all staff, pupils, and parents.</li> <li>• Continue to promote the e-Bug COVID-19 website. It contains free resources, including materials to encourage good hand and respiratory hygiene.</li> </ul>	Y Y		M
<b>Use of personal protective equipment PPE is unclear</b>		<ul style="list-style-type: none"> <li>• Staff are clear that most schools will not require PPE beyond what they would normally need for their work.</li> <li>• Adhere to the guidance on the use of PPE in education, childcare and children's social care settings which provides more information on the use of PPE for COVID-19.</li> <li>• Ensure the guidance is understood and communicated to relevant staff.</li> </ul>	Y Y Y		L

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<b>Provision of PPE for staff where required is not in line with government guidelines</b>		<ul style="list-style-type: none"> <li>• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>• Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>• Staff are reminded that wearing gloves is not a substitute for good handwashing.</li> <li>• Ensure that 3<sup>rd</sup> party employers (e.g., catering and cleaning companies) have shared risk assessments with the school.</li> </ul>	<p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p>		L
<b>2.2 Maintain appropriate cleaning regimes, using standard products as detergents</b>					
<b>Cleaning capacity is reduced</b>		<ul style="list-style-type: none"> <li>• An appropriate cleaning schedule is in place and maintained.</li> <li>• Includes regular cleaning of areas and equipment (for example, twice per day using detergent and hot water followed by a chlorine based disinfectant solution), with a particular focus on frequently touched surfaces, e.g:               <ul style="list-style-type: none"> <li>- Toilets</li> <li>- Door Handles/ Access Buttons</li> <li>- Kitchen areas and associated equipment</li> <li>- Water dispensers/ coolers</li> <li>- Printers/ Photocopiers</li> <li>- White Boards</li> <li>- Play Equipment</li> <li>- Shared resources</li> </ul> </li> <li>• UKHSA guidance on the cleaning of non-healthcare settings <a href="https://www.gov.uk/guidance/covid-19-cleaning-of-non-healthcare-settings-outside-the-home">COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk)</a> is understood and communicated.</li> <li>• A work plan for cleaning staff (including any environmental cleans) is agreed with contracting agencies prior to opening.</li> <li>• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all frequently touched surfaces and welfare areas.</li> <li>• More frequent cleaning of rooms that are used by different groups.</li> <li>• Regular cleaning of toilets.</li> <li>• Working hours for cleaning staff are amended/increased if required.</li> <li>• Continue a culture of shared responsibility for keeping areas clean.</li> </ul>	<p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p>		M

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<b>The use of water fountains increases the risk of transmission</b>		<ul style="list-style-type: none"> <li>Water fountains to be sanitised/flushed regularly.</li> <li>Signage to be put in place to prohibit face-to-tap drinking.</li> <li>Water fountains are to be used ONLY to refill personal water bottles or containers.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>		L
<b>Toilet areas are not kept clean and well stocked</b>		<ul style="list-style-type: none"> <li>Pupils are reminded regularly on how the toilet facilities should be used and young children are supervised in doing so - building these routines into school culture.</li> <li>The toilets and sinks are cleaned frequently.</li> <li>Monitoring ensures a constant supply of soap, paper towels and toilet tissue.</li> <li>Bins are emptied regularly.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
<b>Resources and equipment may not be cleaned frequently enough</b>		<ul style="list-style-type: none"> <li>Staff and pupils have their own pens and pencils and other such frequently used equipment.</li> <li>Classroom resources (e.g. books and games) to be shared only within the class, as far as possible, and cleaned regularly.</li> <li>Outdoor equipment to be regularly cleaned.</li> <li>Limit unnecessary sharing of resources as much as possible.</li> <li>Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
<b>Staff and reception areas cannot be cleaned thoroughly</b>		<ul style="list-style-type: none"> <li>Remove soft furnishings and items that cannot be regularly cleaned.</li> </ul>	<p>Y</p>		L
<b>New and existing staff are not trained in new procedures, leading to risks to health</b>		<ul style="list-style-type: none"> <li>An updated staff handbook is issued to all staff.</li> <li>Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> <li>Infection control including hand hygiene, respiratory hygiene and enhanced cleaning regimes.</li> <li>Changes to fire safety and evacuation procedures.</li> <li>Constructive behaviour management.</li> <li>Safeguarding.</li> <li>Risk management.</li> </ul> </li> </ul>	<p>Y</p> <p>Y</p>		L
<b>2.3 Keep occupied spaces well-ventilated</b>					

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<p><b>Occupied spaces are not sufficiently ventilated</b></p>		<ul style="list-style-type: none"> <li>• Increase natural ventilation to all enclosed classrooms and workspaces by fully or partially opening windows, air vents and doors.</li> <li>• Do not prop open fire doors unless fitted with magnetic locks or manned.</li> <li>• Review HSE video to ensure all aspects have been considered <a href="https://youtu.be/hkK_LZeUGXM">https://youtu.be/hkK_LZeUGXM</a></li> </ul> <p>Any poorly ventilated spaces to be identified and steps taken to improve fresh air flow in poorly ventilated areas by:</p> <ul style="list-style-type: none"> <li>• Opening external windows and internal doors where it is safe to do so, and they are not fire doors.</li> <li>• The use of mechanical ventilation systems that uses a fan to draw fresh air, or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</li> <li>• When holding events where visitors such as parents are on site, for example school plays use spaces that have adequate ventilation.</li> <li>• Purge / air room as frequently as possible by opening all doors and windows fully to maximise ventilation when the room is unoccupied and where possible between appointments.</li> <li>• Where mechanical ventilation is used ensure, these are set to maximise fresh air and minimise recirculation</li> <li>• Maintain mechanical ventilation systems in accordance with the manufacturers' recommendations.</li> <li>• Use CO2 monitors to identify where ventilation needs to be improved.</li> <li>• Consider if your school is eligible to apply for a DfE-funded air cleaning unit <a href="#">RP175.01 How to apply for a DfE funded air cleaning unit.pdf - Google Drive</a></li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature consider:</p> <ul style="list-style-type: none"> <li>• opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		<p>L</p>



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		<ul style="list-style-type: none"> <li>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>			
<b>Use of shared spaces such as the hall, sports hall, dining hall</b>		<ul style="list-style-type: none"> <li>Shared indoor and outdoor spaces can be used, but arrangements should be in place for enhanced cleaning and hygiene.</li> <li>Maximise use of external areas for outdoor sports, ensuring sports equipment is thoroughly cleaned between each use by different groups.</li> </ul>	Y Y		L
<b>2.4. Follow public health advice on testing, self isolation and managing confirmed cases of COVID-19</b>					
<b>An individual develops COVID-19 symptoms or has a positive test</b>		<ul style="list-style-type: none"> <li>Ensure pupils, staff and other adults follow public health advice on when to self-isolate and what to do <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/">When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk)</a></li> <li>Ensure updated guidance is communicated to all stakeholders and understood.</li> <li>Pupils and staff know they do not come into school if they have symptoms (however mild), have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19.</li> <li>Promote testing for staff and pupils who have symptoms in line with guidance.</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school.</li> <li>Pupils and staff displaying symptoms should go home as soon as possible avoiding the use of public transport and, wherever possible, pupils will be collected by a member of their family or household.</li> <li>If a pupil is awaiting collection, they are left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary, further information on this can be found <a href="https://www.gov.uk/guidance/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) (applies until Step 4) - GOV.UK (www.gov.uk)</a> .</li> <li>Any rooms they use should be cleaned after they have left.</li> <li>The household (including any siblings) should follow the UKHSA stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.</li> </ul>	Y Y Y Y Y		M

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<b>Staff and pupils are not aware of the need for a confirmatory PCR test following a positive LFD test result</b>		<ul style="list-style-type: none"> <li>Ensure updated guidance is communicated to all stakeholders and understood.</li> <li>Ensure staff and pupils know how to book a PCR test <a href="https://www.gov.uk">Get a free PCR test to check if you have coronavirus (COVID-19) - GOV.UK (www.gov.uk)</a></li> <li>Ensure staff and pupils know to self-isolate in line with the guidance whilst awaiting the PCR result.</li> <li>Staff and pupils know If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms.</li> </ul>	Y Y Y Y		L
<b>Staff, parents and pupils are not aware of the changes in self-isolation guidance for the positive case</b>		<ul style="list-style-type: none"> <li>The positive case may be able to end their self-isolation period before the end of the 10 full days. They can take an LFD test from 6 days after the day their symptoms started (or the day the test was taken if they did not have any symptoms), and another LFD test on the following day.</li> <li>The second LFD test should be taken at least 24 hours later. If both these test results are negative, and they do not have a high temperature, they may end their self-isolation after the second negative test result.</li> </ul>	Y Y Y		L
<b>Positive cases in class where staff are not double vaccinated pose a risk to health</b>		<ul style="list-style-type: none"> <li>School to request that all staff share their vaccination status to enable staff to be advised to isolate as appropriate should they be contacts of a positive case. If staff do not feel able to disclose this information this should be recorded.</li> </ul>	Y		L
<b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19</b>		<ul style="list-style-type: none"> <li>Staff, pupils, and parents have received clear communications informing them of current government guidance and local authority process on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y Y Y		M
<b>Medical rooms are not adequately equipped or configured to maintain infection control</b>		<ul style="list-style-type: none"> <li>Social distancing provisions and PPE (where needed for personal care) are in place for medical rooms.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> </ul>	Y Y Y		L

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		<ul style="list-style-type: none"> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>			
<b>Asymptomatic testing is not set up for the start of term</b>		<ul style="list-style-type: none"> <li>The importance of asymptomatic testing is communicated and understood by all stakeholders.</li> <li>All secondary school pupils (with parental consent) should take 1 on-site test at the start of the spring term in their school asymptomatic test site, followed by one LFD self-test at home 3 – 4 days after their on-site test.</li> <li>Secondary schools will have the option to stagger the return to school for the first week to accommodate on-site testing.</li> <li>Schools have the flexibility to consider how best to deliver the one test on return according to their circumstances.</li> <li>Procedure and process are communicated, understood, and followed by pupils, parents, and staff.</li> <li>The code to use is the 'Y' code for the year groups not expected to attend on that particular day.</li> <li>Staff are identified in Secondary schools to implement the governments on-site testing requirements and are fully trained.</li> <li>Operational procedures are followed.</li> <li>Pupils then continue to test twice weekly in line with government guidance until reviewed.</li> <li>All schools have a Lateral Flow Testing risk assessment in place for the provision, supply, and storage for home Lateral Flow Device Tests.</li> <li>A small on-site LFD test centre should be maintained in secondary schools to allow for those unable to take LFD test at home on site.</li> <li>Pupils and parents and carers understand the importance of twice weekly testing at home for pupils and all procedures are followed.</li> <li>Home testing kits are available for all pupils with parental consent.</li> <li>Pupils with a positive LFD test result should self-isolate in line with the stay at home guidance. They will also need to get a free PCR test to check if they have COVID-19.</li> <li>Close contacts will be identified via NHS Test and Trace.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L

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<b>Pupils and parents are not aware of the schools plans to implement onsite testing (before the return to school in January)</b>		<ul style="list-style-type: none"> <li>Parents of secondary age pupils are informed of the arrangements in place to accommodate the requirement for 1 on-site LFD tests for each child on their return to school in January.</li> </ul>	Y		L
<b>Asymptomatic testing for staff is not established.</b>		<ul style="list-style-type: none"> <li>The importance of asymptomatic testing is communicated and understood by all staff.</li> <li>Encourage staff to undertake twice weekly home tests in line with government guidance until reviewed.</li> <li>Staff with a positive LFD test result should self-isolate in line with the stay at home guidance. They will also need to get a free PCR test to check if they have COVID -19.</li> <li>Close contacts will be identified via NHS Test and Trace.</li> </ul>	Y Y Y Y		L
<b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b>		<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place, working with NHS track and trace as appropriate.</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> <li>Pupils, parents, and staff are aware of what steps to take if they, or any member of their household, displays symptoms (no one with symptoms should attend a setting for any reason).</li> </ul>	Y Y Y		M
<b>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</b>		<ul style="list-style-type: none"> <li>Staff, pupils, and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders</li> </ul>	Y Y Y		M
<b>3. Other considerations</b>					
<b>3.1 CEV children</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
<b>Pupils with underlying health issues are not identified and so measures have not been put in place to protect them</b>		<ul style="list-style-type: none"> <li>• CEV children and young people should attend their education setting unless they have been advised by their GP or clinician not to attend.</li> <li>• Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>• Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>• Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		H
<b>3.2 Admitting children into school</b>					
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>		<ul style="list-style-type: none"> <li>• Key messages in line with government guidance are reinforced and updated regularly via email, text, and the school's website.</li> </ul>	<p>Y</p>		M
<b>A parent wants a symptomatic pupil to attend school</b>		<ul style="list-style-type: none"> <li>• Communicate to parents and carers, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from infection with COVID-19.</li> <li>• Parents and carers are aware the decision would be carefully considered in light of all the circumstances and current public health advice.</li> </ul>	<p>Y</p> <p>Y</p>		H
<b>3.3 Vaccination</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
<p><b>Staff and secondary pupils are unsure of how to get vaccinated</b></p> <p><b>Parents think NHS COVID passes are required school events</b></p>		<ul style="list-style-type: none"> <li>• Ensure all stakeholders are aware of the eligibility to take up the offer of a vaccine.</li> <li>• Ensure parents and carers are aware of the in-school COVID – 19 vaccination programme for children and young people.</li> <li>• Schools are not required to use the NHS COVID Pass, unless they are holding a specific event (such as a reception, concert or party) that meets the attendance thresholds.</li> <li>• Where applicable, schools should follow guidance on mandatory certification for events.</li> <li>• Under 18s are exempt from showing their COVID Status but should be counted towards attendance thresholds.</li> <li>• NHS COVID Pass should not be used as a condition of entry for education or related activities such as exams, teaching, extra-curricular activities or any other day-to-day activities that are part of education or training.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
<b>3.4 Attendance</b>					
<p><b>Staff do not use the correct codes to record pupil absence</b></p>		<ul style="list-style-type: none"> <li>• School attendance is mandatory for all pupils of compulsory school age, and it is priority to ensure that as many children as possible regularly attend school.</li> <li>• This is communicated and understood by parents and carers.</li> <li>• Staff code absences appropriately. Further guidance about the use of codes is provided in the school attendance guidance. <a href="https://publishing.service.gov.uk">School attendance guidance (publishing.service.gov.uk)</a></li> <li>• Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by UKHSA or the DHSC, they should be recorded as code X (not attending in circumstances related to coronavirus).</li> <li>• Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).</li> <li>• For pupils abroad who are facing challenges to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply.</li> <li>• Pupils not in school because of a staggered start at the beginning of term to undertake on-site testing should use the 'Y' code for the year groups not expected to attend on that particular day.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
<b>3.5 Vulnerable children</b>					
Vulnerable children are isolating		<ul style="list-style-type: none"> <li>• <a href="#">Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk)</a></li> <li>• Put systems in place to keep contact with them, particularly if they have a social worker.</li> <li>• Seek to support any children who may have challenging circumstances at home but are not officially in statutory systems.</li> <li>• Notify their social worker (if they have one) and, for looked-after children, the virtual school <a href="mailto:virtualschoolteam@salford.gov.uk">virtualschoolteam@salford.gov.uk</a></li> <li>• Agree with the social worker the best way to maintain contact and offer support</li> <li>• Have procedures in place to:               <ul style="list-style-type: none"> <li>• check if a vulnerable pupil is able to access remote education support</li> <li>• support them to access it (as far as possible)</li> <li>• regularly check if they are accessing remote education</li> <li>• keep in contact with them to check their wellbeing and refer onto other services if additional support is needed.</li> </ul> </li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M
<b>3.6 Travel and quarantine</b>					
Parents do not consider the possibility of quarantine when planning a holiday		<p>Travel legislation is communicated in a timely and effective way to parents and carers to help them understand that:</p> <ul style="list-style-type: none"> <li>• All pupils travelling to England must adhere to travel legislation, details of which are set out in government travel advice. <a href="#">The Health Protection (Coronavirus, International Travel and Operator Liability) (England) Regulations 2021 (legislation.gov.uk)</a></li> <li>• Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.</li> </ul>	<p>Y</p> <p>Y</p>		L
<b>3.7 Remote education</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
<b>Staff and pupils cannot attend school as they have tested positive but are able to learn and work</b>		<ul style="list-style-type: none"> <li>• Support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so.</li> <li>• School understand their responsibilities set out in the remote education temporary continuity direction <a href="#">Remote Education Temporary Continuity Direction: explanatory note - GOV.UK (www.gov.uk)</a> and provide remote education, as necessary.</li> <li>• Revisit and refresh remote learning policy, as necessary.</li> <li>• Schools should maintain their capacity to deliver high quality remote education for next academic year in case it is needed.</li> <li>• The remote education provided should be equivalent in length to the core teaching pupils would receive in school.</li> <li>• Work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.</li> <li>• Full expectations for remote education, support and resources can be found on the get help with remote education service.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
<b>Workforce issues arise</b>		<ul style="list-style-type: none"> <li>• Recognise that the high rates of COVID-19 may cause difficulties with the availability of staff.</li> <li>• The shared priority is to keep education settings open and children and young people continuing face-to-face education.</li> <li>• Where workforce issues arise, you consider using existing teaching, temporary and support staff more flexibly where required to ensure your setting remains open, whilst ensuring that you continue to have appropriate support in place for pupils with SEND.</li> <li>• As pupils do not need to be kept in consistent groups, you may wish to consider combining classes.</li> <li>• Review <a href="#">case studies on developing and adopting flexible learning approaches</a>.</li> <li>• Where there is a need for remote education, live streaming is the preferred method for providing this wherever possible.</li> <li>• There should be regular feedback and checking in with students and pupils.</li> <li>• Inform the LA if there is a need for remote learning because of workforce issues.</li> <li>• Further advice and support is available through our <a href="#">remote education service</a> and you can also access bespoke one-to-one support from the <a href="#">EdTech Demonstrator network</a>.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
<b>3.8 Education recovery</b>					
<b>Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened</b>		<ul style="list-style-type: none"> <li>Gaps in learning are assessed and addressed in teachers' planning.</li> <li>Home and remote learning is continuing and is calibrated to complement in-school learning and address daps identified.</li> <li>Exam syllabi are covered.</li> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> <li>Tutoring (including the National Tutoring Programme and 16 to 19 tuition fund) is in place.</li> <li>Staff are aware of information available in <a href="#">education recovery support</a></li> <li>wider continuous professional development resources, including to support teacher wellbeing and subject-specific teaching are being used.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
<b>3.9 Pupil wellbeing and support</b>					
<b>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>		<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>Resources/websites and other sources of support to improve the mental health of pupils are provided.</li> <li>Access useful links and sources of support on promoting and supporting mental health and wellbeing in schools.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M
<b>Pupils and staff are grieving because of loss of friends or family</b>		<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary.</li> </ul>	<p>Y</p> <p>Y</p>		M
<b>3.10 School workforce</b>					
Employees with additional risk factors and measures have not been put in place to protect them.		<ul style="list-style-type: none"> <li>If staff were previously identified as CEV, they are advised to continue to follow the guidance contained in <a href="#">Coronavirus: how to stay safe and help prevent the spread - GOV.UK (www.gov.uk)</a></li> <li>All members of staff with underlying health issues, those within vulnerable groups or those with extreme vulnerabilities have been</li> </ul>	<p>Y</p>		H

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
(Additional risk factors are BAME, smoking, high blood pressure, obesity, age, disability, pregnancy)		<p>instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.</p> <ul style="list-style-type: none"> <li>• Whilst individual risk assessments are not required, employers are expected to discuss any concerns that people previously considered CEV may have.</li> <li>• Staff may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice.</li> <li>• Employees have had discussions with their line managers and provided with clear guidance specific for their needs based on their specialist or clinician advice..</li> <li>• Employers will need to follow this specific guidance for pregnant employees. <a href="#">COVID-19 vaccination: a guide on pregnancy and breastfeeding - GOV.UK (www.gov.uk)</a> contains further advice on vaccination.</li> <li>• Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers.</li> <li>• You should also consider the needs of pregnant pupils.</li> </ul>			
<b>Staff are reluctant to end social distancing measures in the workplace</b>		<ul style="list-style-type: none"> <li>• Managers should communicate that it is no longer necessary to instruct people to work from home.</li> <li>• Employers should be able to explain the measures they have in place to keep CEV staff safe at work.</li> <li>• Staff are encouraged to maintain social distancing where possible.</li> <li>• The Health and Safety Executive (HSE) guidance on <a href="#">protecting vulnerable workers</a>, including advice for employers and employees on <a href="#">how to talk about reducing risks in the workplace</a>, has been shared with staff.</li> </ul>	Y  Y		L
<b>Staff take up of the vaccine is low</b>		<ul style="list-style-type: none"> <li>• Managers are encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible, even during term time.</li> </ul>	Y		L
<b>The mental health of staff has been adversely affected during the period that the school has been closed and by</b>		<ul style="list-style-type: none"> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> </ul>	Y Y Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
the COVID-19 crisis in general		<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources. (e.g. Salford Wellbeing Programme)</li> </ul>	Y Y		
Working from home can adversely affect mental health		<ul style="list-style-type: none"> <li>Staff working from home due to self-isolation have regular catchups with line managers.</li> <li>Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.</li> <li>Appropriate work plans have been agreed with support provided where necessary.</li> <li>Staff working from home may help provide remote learning for any pupils who need to stay at home.</li> </ul>	Y Y Y Y		L
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning if needed		<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Full use is made of those staff who are self-isolating but who are well enough to plan/prepare/teach lessons online.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>Full use is made of testing to inform staff deployment.</li> <li>If any school has concerns about staffing capacity, then contact the LA or Trust Board</li> </ul>	Y Y Y Y Y		L
Pupils and staff are grieving because of loss of friends or family		<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary.</li> </ul>	Y Y		L
<b>4. Operational issues</b>					
<b>4.1 Managing the school lifecycle</b>					
School calendar and timetables negatively impact on the quality of education		<ul style="list-style-type: none"> <li>School calendar is informed by DFE expectations of a broad curriculum.</li> <li>Schools continue to build capacity to educate pupils remotely where this is needed.</li> <li>School recruitment continues as usual.</li> </ul>	Y Y Y		L
Pupils joining the next phase in their education do not feel prepared for the transition		<ul style="list-style-type: none"> <li>A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> </ul>	Y Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>• There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition.</li> <li>• Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts</li> <li>• Induction days for pupils and parents are planned.</li> </ul>	Y Y		
<b>4.2 Educational visits</b>					
<b>Booked educational visits need to change or be cancelled with short notice</b>		<ul style="list-style-type: none"> <li>• Consider whether to go ahead with planned international educational visits at this time, recognising the risk of disruption to education resulting from the need to isolate and test on arrival back into the UK</li> <li>• Ensure that any new bookings have adequate financial protection in place.</li> <li>• Visit coordinators communicate with the visit provider, commercial insurance company, or the Risk Protection Arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI)</li> <li>• Undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment.</li> <li>• Follow the guidance <a href="https://www.gov.uk">Health and safety on educational visits - GOV.UK (www.gov.uk)</a></li> <li>• Follow specialist advice from the Outdoor Education Advisory Panel (OEAP). <a href="https://oeapng.info">https://oeapng.info</a></li> <li>• Visit coordinators communicate regularly with parents and carers to keep them informed</li> </ul>	Y Y Y Y Y Y		L
<b>4.3 Wraparound provision and extra-curricular activity</b>					
<b>Providers do not adhere to guidance</b>		<ul style="list-style-type: none"> <li>• The information on planning extra-curricular provision for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, has been communicated and is followed <a href="https://www.gov.uk">Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak (applies until Step 4) - GOV.UK (www.gov.uk)</a></li> </ul>	Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
<b>4.4 Governance and policy</b>					
<b>Governors are not fully informed or involved in making key decisions</b>		<ul style="list-style-type: none"> <li>Meetings (online or face-to-face) held with governors following the usual timetable</li> <li>Governing bodies are involved in key decisions</li> <li>Governors are briefed regularly on the latest government guidance and its implications for the school.</li> <li>Governors are briefed on the school's use of additional funding and approaches to catch up and the impact of these</li> <li>Governors are briefed on the school's decision making about the planned curriculum.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
<b>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b>		<ul style="list-style-type: none"> <li>The governing body continues to meet as per statutory guidance and when key decisions need to be made, consider a blended approach of face-to-face and meetings via online platforms.</li> <li>Governing board meetings taking place face-to-face comply with the latest government guidance on reducing the spread of coronavirus,</li> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The headteachers report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
<b>4.5 Policy review</b>					
<b>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance, visits visitors and other policies are no longer fit for purpose in the current circumstances</b>		<p>All relevant policies:</p> <ul style="list-style-type: none"> <li>Safeguarding</li> <li>Health and Safety</li> <li>Fire Evacuation</li> <li>Behaviour</li> <li>Attendance</li> <li>Visitors</li> <li>Visits</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	All policies available in staff shared area or upon request	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
		have been revised to take account of government guidance (Schools operational guidance -). Staff, pupils, parents and governors have been briefed accordingly.			
<b>4.6 Communication strategy</b>					
<b>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</b>		Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Pupils</li> <li>• Parents</li> <li>• Governors/Trustees</li> <li>• Local authority</li> <li>• Professional associations</li> <li>• Other partners including visitors</li> </ul>	Y Y Y Y Y Y Y		L
<b>4.7 First Aid/Designated Safeguarding Leads</b>					
<b>The lack of capacity / availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</b>		<ul style="list-style-type: none"> <li>• Ensure staff First Aid training is booked and accessed if First Aid Certificate has expired.</li> <li>• A programme for training additional staff is in place.</li> <li>• Collaborative arrangements for sharing staff with other schools in the locality have been agreed.</li> <li>• All relevant staff are aware of all pupils in school with relevant health conditions</li> <li>• Ensure good communication with school nurses.</li> </ul>	Y Y Y Y Y		L
<b>4.8 Review of fire procedures</b>					
<b>Fire procedures are not appropriate to cover new arrangements</b>		<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to:               <ul style="list-style-type: none"> <li>• Possible absence of fire marshals</li> <li>• No further need to follow social distancing measures during evacuation and at muster points</li> <li>• Implementation of contingency plans</li> </ul> </li> <li>• Staff and pupils have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y Y Y Y Y	Fire drill done in autumn term and another to be done in spring term	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>New arrangements are tested and amended if necessary</li> </ul>	Y		
<b>Fire marshals absent due to self-isolation</b>		<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y		
<b>4.9 Managing premises on reopening after closure during the school holidays</b>					
<b>All systems may not be operational</b>		<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate.</li> <li>All systems have been recommissioned.</li> </ul>	Y Y		L
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>		<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>	Y  Y		L
<b>4.10 Contractors working on the school site</b>					
<b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>		<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free)</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	Y  Y Y		L
<b>4.11 Free school meals</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
<b>Pupils eligible for free school meals do not continue to receive their entitlement if they are unable to attend (e.g. due to self-isolation or following clinical advice)</b>		<ul style="list-style-type: none"> <li>A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school.</li> </ul>	Y		L



5. Additional site-specific issues and risks					
• Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
	•	•	•	•	
	•	•	•	•	
	•	•	•	•	

**School Leadership Use Only**

Approved by  
(Head Teacher/  
Chair of  
Governors)  
Date Provided to  
Unions

Iain Ross

10/01/2022

Date of Approval

06/01/2022

Date of Review

14/01/2022